

Grade

1

LEVEL:

PRIMARY

BEANBAG LESSON

OBJECTIVES:

To enhance throwing and catching skills, and dynamic and static balance ability.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Cloth beanbags.

INFORMATION:

Use medium to large cloth beanbags to foster success.

CLASS ARRANGEMENT:

Scattered in general space, polypots (see glossary) or large hoops/circles (marked on floor with tape or white shoe polish) may be used to identify personal space.

SKILLS NEEDED:

Balancing objects, tossing and receiving skills.

INSTRUCTIONAL STRATEGIES:

Beanbag Challenges:

1. Place the bag on a high patch (see glossary) and move about.
2. Students (in personal space) move the bag from this high patch to medium patch without using hands.
3. Students should flip the bag up from foot to hands. Repeat with other foot.

4. Flip the bag up from foot and have the bag land on a medium patch on body.
5. Students toss bags up, reach and touch the ground to their left, stand up and catch bag.
6. Same as #5 but touch to left, then to right.
7. Toss the bag up then catch it behind back; if caught, flip bag from back over the head so it can be caught in front of student.
8. Students toss bag in air and put arm through legs (from back to front) and catch the bag.
9. With a partner, students stand back to back and take one giant step away from each other. Using one bag, toss the bag over head to partner to catch it.
10. Same as #9 but students bend over and toss the bag between legs to partner.

Grade

1

LEVEL:

PRIMARY

PLAYING "HOOPS" LESSON

OBJECTIVES:

To enhance dynamic and static balance and manipulative skills.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Multicolored, segmented hoops 4' to 6' in diameter.

CLASS ARRANGEMENT:

Scattered in general space, polypots, hoops, circles (marked with tape or white shoe polish) may be used to identify personal space.

SKILLS NEEDED:

Balance skills, rolling skills, initial tossing skills.

INSTRUCTIONAL STRATEGIES:

HOOP CHALLENGES:

1. Students balance on one patch inside hoop with two points outside hoop.
2. Starting inside hoop, students jump up and then land with two patches landing outside hoop and three points landing inside hoop, simultaneously.
3. Students stand on an intersection of two lines on the floor and choose a line upon which to roll hoop. If a student meets another student rolling their hoop on the same line as they are on, the first student must stay to the right. If a student's line ends, the student should follow another line, e.g., a line of a different color.

4. At an intersection of two different color lines, students twirl hoop and then run clockwise around it.
5. Students backspin hoop then catch it as it rolls by.
6. After backspinning hoop, students lift it up with leg as it rolls past.
7. Same as #6 but students move hoop from leg to arm without the hoop stopping its spin.
8. Students toss hoop, cover eyes and have hoop land over student.
9. Same as #8 but students flip hoop.
10. Students spin hoop around a body limb, then try moving the hoop to another limb without stopping its spin.
11. With a partner, students roll hoops back and forth.
12. Students can try lightly tossing hoops back and forth.
13. Using one hoop between two students, one student should spin the hoop around an arm, then have the partner move in to take over the spinning hoop without it stopping.
14. Human horseshoes: one student begins with both hoops, their partner is three to four giant steps (meters) away in squatting position. By tossing the hoop, the thrower tries to have the hoop land over their squatting partner; switch roles.

BUNCH OF ANIMALS

OBJECTIVE:

To practice dynamic balance and movements that help flexibility.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open space (outdoors on grass, indoors on mat/s).

EQUIPMENT/MATERIALS:

Large mat, polypots, rag strips, hoops, tape, white shoe polish.

CLASS ARRANGEMENT:

Scattered in general space using polypots, hoops, circles marked by tape or with white shoe polish to identify personal space.

SKILLS NEEDED:

Imagination, dynamic balance, and flexibility.

INSTRUCTIONAL STRATEGIES:

Floor or mat tumbling challenges:

Students should start moving about using the movements of the animal identified below. When "Call of the Wild" is called out by the instructor, students must return to their "den," "hole," "nest," etc. (polypot/area).

1. A frisky puppy sniffing about the neighborhood.
2. A puppy with a hurt paw going home to master for sympathy.
3. Bear walking through the woods in Yellowstone Park, then rummaging through a trash dumpster.
4. Inchworm inching to another leaf (hoop/polypot).

5. Mule kicking within its stable.
6. Seal waddling around a rock (polyspot).
7. Walrus clapping.
8. Alligator scouting its swamp. Back to own personal space (polyspot).
9. Hand and knee scale.
10. Knee scale.
11. Jump turn.
12. Swing ups.
13. Thread the needle (24" rag strips can be held in hands. Students can be assigned partners).
14. Log roll partner but be careful for log jams.
15. Egg roll, being careful not to scramble the egg.
16. Wring a wet dishrag.
17. Bouncing ball: one student squats and pretends to be a ball, the other student pretends to bounce the ball (partner) around the mat. The students should switch roles.

Grade

1

LEVEL:

PRIMARY

COMPASS

OBJECTIVES:

To practice basic locomotor patterns, stimulate the cardiovascular system, and reinforce geography concepts (directions).

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Four cones marked "east," "west," "south," "north," and different colored hoops.

INFORMATION:

This activity involves listening skills and the students' ability to process sequential information.

CLASS ARRANGEMENT:

Hoops are scattered within the four cones marked with a direction; students start inside a hoop.

SKILLS NEEDED:

Basic locomotor patterns and static balance ability.

INSTRUCTIONAL STRATEGIES:

1. The children begin inside their hoop. The instructor calls out a color of hoop, a method of traveling (e.g., galloping), and a direction to travel to and back to their hoop (e.g., west). To keep the activity moving, the instructor calls out the next hoop color and directions as soon as the first group leaves. Repeat process for all groups; give a new task for a group as it completes its first task.

EVALUATION/MODIFICATION:

- a. The students can place a given number of body parts in hoop while waiting for task.
- b. Bring in a real compass to show children.
- c. Try directions such as “northeast” and see how students respond.

Grade

1

LEVEL:

PRIMARY

WARMUP ***(GYMNASTICS)***

OBJECTIVE:

To increase core body temperature, heart rate and flexibility.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

None.

INFORMATION:

Warm-up activities can be general or specific. General warm-ups focus on elevating the heart rate, increased breathing rate and other cardiovascular-respiratory responses to exercise. Specific warm-ups take into consideration the nature of skills, games, dances or other activities planned.

INFORMATION:

Whole class (large group).

INSTRUCTIONAL STRATEGIES:

1. From kneeling position, student should bend forward and place hands on the floor. Slide forward until thighs are horizontal to the floor. Push chest toward the floor.
2. Leg Kicks - one arm touching wall for support. Kick ten times forward with each leg. With both hands touching wall, kick ten times across body with each leg, and ten times straight backward with each leg.

3. Slide legs down as far as possible into a split position. Hips should be square with the front leg, and the back knee and foot should be turned under. When the student has obtained the maximum split position, place hands on floor on either side of the leg, count to 20, relax and repeat. Splits should be practiced on both sides.
4. On all fours, student pushes down with trunk and raises head. Change to a position with back well-rounded and head dropped.
5. Rock on back with back rounded well (should follow any strenuous back stretching).

Grade

1

LEVEL:

PRIMARY/INTERMEDIATE

WARMUP ***(GYMNASTICS)***

OBJECTIVE:

To increase core body temperature, heart rate and flexibility.

LIFE SKILL:

To promote physical activity and exercise as a part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

Warm-up activities can be general or specific. General warm-ups focus on elevating the heart rate, increased breathing rate and other cardiovascular-respiratory responses to exercise. Specific warm-ups take into consideration the nature of skills, games, dance or other planned activity.

CLASS INFORMATION:

Whole class (large group).

INSTRUCTIONAL STRATEGIES:

1. From kneeling position, bend forward and place hands on the floor. Slide forward until thighs are vertical to the floor. Push chest toward the floor.
2. Leg Kicks—one arm touching wall for support. Kick ten times forward with each leg. With both hands touching wall, kick ten times across body with each leg, and ten times straight backward with each leg.
3. Slide legs down as far as possible into a split position. Hips should be square with the front leg and the back knee and foot turned under. When the student has obtained the maximum split position, the students' hands should be placed on the floor on either side of the leg. Count to 20, relax and repeat. Splits should be practiced on both sides.

4. With student on all fours, push down with trunk and raise head; change to a position with back rounded well and head dropped.
5. Rock on back with back well-rounded. This should follow any strenuous back stretching.

Grade

1

LEVEL:

PRIMARY

BALANCE

OBJECTIVE:

To enhance balancing skills through a variety of floor exercises.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Eight 4'x 4' folding mats connected by velcro to make a 32' strip.

INFORMATION:

Children who display skills in several activities such as gymnastics, dance, swimming and skiing are said to have good skill-related fitness. The skill-related components--balance, coordination, agility, speed and power--form a child's developmental sequence and should be addressed by educators in a particular order. The emphasis should be placed on enhancing children's balance skills followed by promoting coordination and agility.

CLASS ARRANGEMENT:

Class divided into groups of two students.

SKILLS NEEDED:

Knee scale, side scale, stork stand.

INSTRUCTIONAL STRATEGIES:

1. Students should warm up using selected warm-up exercises from gymnastics warm-up lessons.
2. Practice the following activities to develop balance:
 - Knee Scale
 - Wide Straddle Sit
 - Shoulder Balance
 - Tripod Balance

EVALUATION/MODIFICATION:

Practice using the lines on the gym floor. If a fear of height is present, move back to the floor exercises and increase height gradually.

Grade

1

LEVEL:

PRIMARY

GYMNASTICS

OBJECTIVE:

To enhance coordination skills through tumbling exercises.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor and outdoor).

EQUIPMENT/MATERIALS:

Eight 4'x 4' folding mats connected by velcro forming a 32' strip.

INFORMATION:

Synchrony, rhythm, and sequencing aspects of movement are crucial to coordinating movement. Gymnastics, swimming, skiing and dance enhance other forms of coordination between the various body parts, eye and the environment.

CLASS ARRANGEMENT:

Class divided into groups of two students.

SKILLS NEEDED:

Tumbling skills (described in Kindergarten tumbling lesson).

INSTRUCTIONAL STRATEGIES:

Students should perform the following tumbling maneuvers:

1. Backward Shoulder Roll:
Students start in a squatting position or from a supine position.
Movement: Roll onto the shoulders while drawing the legs into a piked position toward the left shoulder. Extend the left arm toward the left hip and place the right hand next to the right shoulder with the elbow pointing toward the ceiling.

Recovery: Lower both toes to the mat with the ankles extended so the body weight is supported on the insteps. Head looks to left but is held above the right shoulder as the hands push to move the hips over the left shoulder. Finish in a tucked kneeling position.

Variations:

- 1) finish in a knee scale position,
- 2) finish in a sitting pose position,
- 3) finish in a half split position.

Spotting: Not necessary.

2. Forward Roll:

Movement: Let body down easily with arms, ducking head. Land on neck and shoulders, not head. Tuck tightly with chin on chest, roll like a ball. Student should hold the tuck until student comes to balance on feet. Keep heels wide and close to buttocks.

Spotting: Tuck the head by placing one hand behind the neck and roll the head under.

3. Forward Roll Pike:

Same as forward roll except that while the body is in the air the legs are straight with the body in pike position (flexed at the waist). Finish in squat position.

Spotting: Tuck head on landing on the hands.

Grade

1

LEVEL:

PRIMARY

GYMNASTICS

OBJECTIVE:

To enhance coordination skills through tumbling floor exercises.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Eight 4' x 4' folding mats connected with velcro to form a 32' strip.

INFORMATION:

Performance (skill)-related fitness is an aspect of physical fitness related to the quality of one's movement skill. The performance-related components are generally considered to be balance, coordination, agility, speed, and power.

CLASS ARRANGEMENT:

Class divided into groups of two students.

SKILLS NEEDED:

Backward shoulder roll, forward roll, forward roll pike.

INSTRUCTIONAL STRATEGIES:

1. Warm-up exercises from gymnastics warm-up lessons or see Appendix A.
2. Forward Straddle Roll Without Hands:
This skill takes flexibility and timing. Students should begin in the straddle stand position, body piked with hands grasping ankles.
Movement: Reach forward with the head and chest to force a loss of balance in the forward direction. As the balance is lost, tuck the chin to the chest and place the back of the head on the mat. The toes point, pressing the hips over the head into the rolling action.

Recovery: Remain in the straddled pike position and maintain the grasp on ankles as the feet contact the mat, push on the ankles while lifting the hips forward and upward into the straddled starting position. Since the hands do not release the ankles, you are in the starting position to continue another no-handed straddle roll. (This drill is difficult, proper timing of standing onto the feet while pushing downward on the ankles and reaching forward and upward with the hips is necessary to be successful.)

3. **Backward Roll:**

Students should start by squatting on the mat with the body tucked, the chin on the chest, and the hands near the shoulders.

Movement: Roll backward to the top of the shoulders so that the head touches the mat while the chin is still on the chest; place the feet downward onto the mat and put weight on the toes as the arms and head push off the mat. Move the hips backward and upward from an over-the-head position toward the new base, the feet. The knees should not touch the mat. Press hard with the arms so that elbows extend during the roll. If the tuck position is maintained, the vertebrae will roll smoothly down the mat.

Spotting: Stand to the side of the student during the roll. Be ready to move in to grasp the hips as the student gets into the piked position with the hands placed correctly (elbows pointing to the ceiling) and the toes down on the mat. Face the student's back. Bend your knees and place your hands on the student's hips. Tell the student to push and stand as you straighten your legs in order to lift the student over his/her head and onto his/her feet. This action allows the spotter to lift with the leg muscles rather than the weaker back muscles. Do not rush in to spot before checking the correct pike position. This precaution eliminates some of the spotter's work.

BALANCING SKILLS

OBJECTIVE:

To improve balance skills.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Individual 4'x 4' mats.

INFORMATION:

Balance can be static or dynamic. It can be performed in vertical, horizontal or inverted (upside down) positions. The height or speed greatly increases the level of difficulty for students. The ability of students to balance their weight and body parts will accelerate learning of any sport or physical activity and reduces the chance of injury.

INSTRUCTIONAL STRATEGIES:

1. Students should form a "share a mat" formation.
2. Knee Scale: In kneeling position extend the left leg behind body and hold for five seconds. Extend right (opposite) arm and hold for five seconds. Perform both movements at the same time.
3. Lateral Knee Scale: In a kneeling position, extend the left leg to the side (left) and hold for five seconds. Extend right (opposite) arm and hold for five seconds. Perform both movements at the same time.
4. Stork Stand: Stand up straight with both feet close together. Balance on both feet, and transfer weight forward and raise heels. Close eyes and count for five seconds. Open eyes and raise one leg in a stork-like position. Hold for five seconds. Close eyes and hold for an additional five seconds.

5. Front Scale
6. Side Scale
7. Needle Scale

EVALUATION/MODIFICATION:

Students can play “musical mats” and observe the degree of success in identifying and performing a variety of balance exercises.

Musical Mats

Place individual mats across the floor at the same distance from each other. Students can walk/jog/run/skip/gallop around the gym perimeter to the rhythm of the music. At the signal (music stops), students find a “free” mat to perform one of the maneuvers just learned.

Grade

1

LEVEL:

PRIMARY

GYMNASTICS

OBJECTIVE:

To enhance coordination skills through tumbling exercises.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Eight 4'x 4' folding mats, connected by velcro forming a 4'x 32' strip.

INFORMATION:

Coordination is the ability to integrate separate motor systems with varying sensory factors into efficient movement. Synchrony, rhythm, and sequencing aspects of movement are crucial to coordinating movement.

CLASS ARRANGEMENT:

Class divided into groups of two students.

INSTRUCTIONAL STRATEGIES:

Students should face each other across the section of the mat strip. See diagram A.

Students will perform tumbling maneuvers as follows:

1. Tuck Position Side Roll:

Students begin in kneeling position with the hips on the heels and the torso to the knees.

Movement: Maintaining the tuck position with the knees pulled tightly to the chest, lean to the right and roll over the back. Continue rolling until the body is once again in the starting position. Repeat the roll toward the left.

[Note: the knees do not leave the tuck position during the roll.]

Variation: Upon completion of the roll, extend the torso upward into a kneeling position. Then curl downward again to roll in the opposite direction.

Spotting: Not necessary.

2. Forward Shoulder Roll:

Students should begin in the lunge position with the right leg forward.

Movement: Pike forward, twisting the shoulders to the right and drawing the left shoulder toward the right ankle. Extend the left arm and place the right hand on the mat to lower gently into the roll. Roll over the left shoulder, diagonally across the back, and regain a balanced position by kneeling on the left knee and then stepping forward on the right leg.

Variation:

- a. Roll across the shoulder and back into a sitting posed position.
- b. Execute a roll and while on the back place the legs together. Tuck the knees to the chest and kneel up onto both knees.
- c. Start the shoulder roll from a kneeling position and finish as in variation (a) or (b) or in the basic shoulder roll.

Spotting: Not necessary.

3. Log Rolls:

Students should lie down flat on the mat, arms over the head. Initiate a rolling action right or left using the hips, shoulders and arms. This is a good introductory exercise to get the rotational feeling.

Grade

1

LEVEL:
PRIMARY

COORDINATION/ POWER

OBJECTIVE:

To develop speed and power by engaging in ball throwing activities and games.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

A bucket of tennis balls, three playground balls (4" to 6"), three base markers (skittles, beanbags).

INFORMATION:

The throwing events can be divided into the following categories:

1. Throwing for Distance:
Throw from a point behind a line into a marked section. Measure from the nearest mark made by the ball (see Appendix C—Fitness Test).
2. Throwing For Accuracy:
Throw to a target or series of targets.
3. Throwing For Distance and Accuracy:
Throw to well-marked targets at increasing distances from a throwing line or a restraining line. (Safety: Roll the ball back to the throwing line, do not throw it. Be sure that all students have thrown before balls are retrieved.)

CLASS ARRANGEMENT:

Class is divided into six groups.

INSTRUCTIONAL STRATEGIES:

1. Grip:
The ball is cupped in the first three fingers with the thumb and little finger tucked under for support.
2. Position:
Stand at a right angle to the direction in which the ball is to be thrown. Throw with the ball in dominant hand and with feet at a comfortable width apart.
3. One Step Approach and Throw:
Step forward with the non-dominant leg. The body weight is over the back foot. The throwing arm is cocked back with the ball by the ear and the elbow is up. The weight is then transferred forward as the throw takes place. The right hip is pushed to the front by the right leg. This automatically brings with it the throwing shoulder, the elbow, and finally the wrist, hand and ball.
4. Bucket Ball:
 - a. Divide class into fielding and batting teams.
 - b. Procedure: A player up to bat picks up three balls and stands in the home area to throw the balls quickly (one after the other) in three different directions. He runs as quickly as possible around the outside of the three bases back to home.
 - c. The fielding team chases the balls and must throw each ball from the point of retrieval (no running or moving with a ball in the hands) to the catcher who puts the balls in the basket.

Scoring: If the runner returns “home” before the catcher places the three balls in the basket, he scores one point for his team. Each of the players on a team has one turn; record the score for each team, and then the teams change sides.

IMPROVING GROSS MOTOR SKILLS

OBJECTIVE:

To improve coordination, agility and speed.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

six softballs, one gymnastics mat, one thick, padded floor mat, two measuring tapes, one beach ball, two chairs or posts, 1' to 6' rope, two batons

INFORMATION:

The following activities focus on development of gross motor skills through a series of appropriate activities.

CLASS ARRANGEMENT:

Students divided into groups of five.

SKILLS NEEDED:

Running, jumping, throwing, hitting, working as a team

INSTRUCTIONAL STRATEGIES:

1. Begin by doing basic warm-ups with the class.
2. Number off the class using numbers one to five until each player has a number.

3. Send each group to their respective stations (as described below) and explain each station as each new group arrives.
 - a. Softball throw: To throw the ball as far as possible down the line of the measuring tape; students should try to improve distance with each throw.
 - b. Team Relays: Split the group into two teams to race against each other, passing the baton as the cue for the next person on a team to run.
 - c. Hot Potato: Students should form a circle. Using the beach ball, students try to keep the ball from touching the ground by passing the ball across the circle to one another.
 - d. Long Jump: Using the floor mat and the measuring tape, set a designated line from which the students jump. They may run to the line and jump or jump from the line without running.
 - e. Running Jump: Using the two posts or chairs tie the rope about 8 to 12 inches off the ground with the thick floor mat behind the rope. Explain how to use the scissor kick to get over the rope onto the mat.

EVALUATION/MODIFICATION:

Observation of the children is the best way to evaluate these activities.

RESOURCES:

Rehor, Peter, Curriculum Guide for Elementary School Children, 1992.

Grade

1

LEVEL:

PRIMARY

SOCCER

OBJECTIVE:

To enhance motor skills and locomotor skills, coordination and balance.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

One soccer ball per student.

INFORMATION:

Students will practice the basic skills of soccer.

CLASS ARRANGEMENT:

Whole class.

SKILLS NEEDED:

Running, listening.

INSTRUCTIONAL STRATEGIES:

1. Students should warm up and practice ball control (10 minutes) as described below:

Warm-ups

- a. laps around goal posts
- b. running and dodging
- c. stops and starts
- d. lightning drills
- e. shadow tag
- f. run-fall-roll

Individual Activities

- a. exploratory period--move, keeping ball going using feet only
- b. walk with the ball, keeping it close to feet at all times
- c. walk with the ball and trap it on the signal
- d. move with the ball changing direction on the signal
- e. move with the ball changing speed on the signal
- f. move with the ball and on a specified signal, trap the ball and then go back in the direction you came from

2. Students should participate in the lead-up game: (10 minutes)

a. Musical Hoops

Scatter hoops (one per student) around the working area. Students dribble around the area, not going in any of the hoops. On an established signal they must get to a hoop and trap their ball in it. Only one person may be in a hoop. Keep reducing the number of hoops each time.

b. Shadow Tag

This is a follow-the-leader type game. The object is for the follower (shadow) to stay immediately behind the leader at all times. Start with the leader only having a ball, then progress to both having a ball, and finally when the skill level is high, to just shadow with a ball.

EVALUATION/MODIFICATION:

Students will experience difficulty in controlling the ball at this point of time. Be positive and demonstrate!

Grade

1

LEVEL:

PRIMARY

SOCCER

OBJECTIVE:

To learn fundamental soccer skills.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

One soccer ball per student.

INFORMATION:

The 1994 World Cup Soccer was hosted for the first time in history by the United States. Soccer, an inexpensive and an exciting game, is generally considered the most popular game in the world. It can be played by players of all ages and both genders. Practicing basic skills and playing the modified/lead-up games of soccer is the best way to introduce students to this healthy and family-oriented activity.

CLASS ARRANGEMENT:

Whole class.

SKILLS NEEDED:

Dribbling, stopping, changing direction.

INSTRUCTIONAL STRATEGIES:

Students should warm up using cardiovascular and flexibility warm-ups from the warm-up section of this curricula (see Appendix A).

1. Practice ball control skills as described below: (10 minutes)
 - a. Dribble around hoops scattered on the ground
 - b. Trap balls in hoops

- c. Keep ball in the air using foot and/or thigh
 - d. Dribble around obstacles
 - e. In pairs, students keep moving with one student dribbling the ball and the other student following the actions of the student who is dribbling. On the signal, players change so that the second person is now dribbling. Change on every signal (Shadow Tag).
 - f. One-on-One Keep Away
 - g. Dribble Relays
 - h. Follow the Leader
 - i. Overtake
2. Students can participate in the lead-up game below:

Pirate Ball

Class is split into two groups. Each person in one group has a ball. They can dribble anywhere in the area outlined. The second group (pirates) must steal the balls away from the first group and get them to a specified area. If someone loses a ball to a pirate he/she can try and get it back before the pirate gets it to the safe area. Once the pirate has the ball to the safe area, the player who had the ball is then out (or can become a pirate). The game is over when the pirates have stolen all the balls.

EVALUATION/MODIFICATION:

Change teams frequently using the alphabet, birthdays, colors, animals, etc., to make a team. Ensure that each child experiences success.

Grade

1

LEVEL:

PRIMARY

ORIENTEERING

OBJECTIVE:

To learn bearings and how to select a desired line of travel.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

School grounds.

EQUIPMENT/MATERIALS:

One compass for one, two, or four students (Silva Starter or Silva Polaris type compasses), games available from Silva Company (inexpensive and appropriate for this grade level).

INFORMATION:

Most people do not know how to hold a compass. For a compass without sides, correct holding will usually result in a high degree of accuracy. Begin by holding the compass in the right hand with the right thumb pointing forward, away from body. Place the compass along the direct center line of body about halfway between hips and neck. Lock forearm tightly against chest so the compass is in a steady position next to body so one can easily shift eyes up and down from the dial to the destination. Use left hand to help support the instrument and to turn the dial. It is important that one is able to shift eyes from the needle to objective without moving head up and down. A good compass can be read to within 1.5 degrees of the true bearing after practice.

CLASS INFORMATION:

Whole class.

INSTRUCTIONAL STRATEGIES:

1. Place compass on map with edge along the desired line of travel, rotate the compass housing (capsule) until the "N" on the compass dial points to the magnetic north on the map, which is parallel to the meridian lines on the map.

2. Pick up the compass and holding it correctly, turn body until the red end of the magnetic needle points to the “North” on the compass dial. The direction of travel arrow in the base now points precisely to destination.

RESOURCES:

Orienteering Services USA
PO Box 1604
Binghamton, NY 13902

ORIENTEERING

OBJECTIVE:

To participate in physical activities such as running and fast walking while enhancing observational skills.

LIFE SKILL:

To promote good mental health including family and community health as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

Walking and/or running combined with careful observation is the beginning of orienteering.

CLASS INFORMATION:

Large group.

SKILLS NEEDED:

Running, walking, observational skills.

INSTRUCTIONAL STRATEGIES:

Students can walk or turn around in a specified area noting its features, e.g., the shape of the parking lot, location of the soccer field, number of bicycle racks, etc. The teacher should ask questions about the features.

Several locations can be chosen and a question sheet prepared for each location. The students go to these locations and answer the questions relating to them such as how many swings, location of other playground equipment, etc.

Treasure Hunt

Treasure hunt is a game which utilizes a number of observational skills. In the treasure hunt none of the searchers know exactly what it is they are looking for, and no one has the slightest idea where it is, only that there is a treasure. The treasure may be a novelty item such as an old running shoe or a worthwhile prize such as a bottle of pop and 30 straws.

This activity should take place over a large territory and be planned well in advance to test the observational and orienteering skills of the students. When working out the hiding place for the treasure, plan the route by which it may be found by planting clues along the way to guide the student. At the same time, allow for critical thinking by students. Provide ingenious and roundabout ways of charting the course to the final goal.

To begin the activity, all students line up at a designated starting point. Usually, the hunters go in couples or in groups but sometimes it is every person for herself/himself. The first clue is given while everyone is at the starting point. It may be the same clue for everyone or a different clue for each group. The hunt may last only one period or it may take several periods. If it takes more than one period, the students are bound by honor not to exchange information, and to start the next period at the place at which they left off the previous day.

Grade

1

LEVEL:

PRIMARY

SHOEMAKER'S DANCE

OBJECTIVE:

To enhance coordination and cooperation skills by learning and practicing a variety of dances.

LIFE SKILL:

To promote physical activity, exercise, and good mental health as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Shoemaker's Dance music.

INFORMATION:

The term folk dance has several connotations. In its broadest sense it refers to a form of dance done by ordinary people, rather than by professionals or specialists. They dance primarily for their own recreational enjoyment to meet a variety of personal and social needs.

CLASS ARRANGEMENT:

Double circle, students facing their partners.

SKILLS NEEDED:

Skipping steps and sliding steps.

INSTRUCTIONAL STRATEGIES:

This dance comes from the Scandinavian countries: Norway, Denmark and Sweden. Each country has a slightly different version; this is the Danish version.

Years before there were automobiles, there were many more shoemakers than there are today. At big festivals, the shoemakers would gather together to show their designs and take part in various contests. This dance imitates the action of the shoemakers as they are busy stitching their shoes.

Students should practice the following progressions:

1. Hold elbows and shoulders high. With one fist on top of the other, rotate one fist over the other three times to imitate winding the thread. Wind the other way three times.
2. Jerk elbows apart twice to imitate tightening or braiding the thread.
3. Clap own hands three times to imitate beating the flat leather.
4. Hold elbows shoulder high, one fist on top of the other, rotate one fist over the other three times to imitate winding the thread. Wind the other way three times.
5. Jerk elbows apart twice to imitate tightening or braiding the thread.
6. Hammer one fist on top of the other three times to imitate hammering in three nails.
7. Join inside hand with partner and skip 16 steps around the circle in a counter-clockwise direction, then repeat from the beginning.

EVALUATION/MODIFICATION:

Instead of 16 skipping steps, face partner, arms extended sideways, four sliding steps facing, four sliding steps back to back, four sliding steps facing, four sliding steps back to back, keeping arms raised shoulder height and continuing in a counterclockwise direction.

SEVEN JUMPS

OBJECTIVE:

To improve balance and coordination.

LIFE SKILL:

To promote physical activity, exercise, and good mental health as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Music for Seven Jumps.

INFORMATION:

This dance originated in Denmark and was performed only by men. Each man tried to show the ladies how well and how steadily he could balance on one foot. When this dance was done at the local fair, anyone who was caught moving before the next signal had to pay for refreshments for the entire group. Today, the dance is done by both females and males.

CLASS ARRANGEMENT:

Single circle facing the center with hands joined.

SKILLS NEEDED:

Listening, step and hop, locomotor movement and balancing skills.

INSTRUCTIONAL STRATEGIES:

The dance is named “Seven Jumps” because of the seven small jumps which are done at each chorus, and because there are seven figures in all.

Students should practice the following progressions:

1. Seven step-hops in a counterclockwise direction (may substitute with skipping).
2. Seven jumps (two-footed take-off) in place.

3. Release hands and place on hips.
4. On chord, raise right knee, next chord lower knee, final chord all join hands again.
5. Repeat 1 and 2.
6. On chord, raise right knee and then left knee and on final chord all join hands again.
7. Repeat 1 and 2.
8. Raise right knee, left knee, kneel down on right knee.
9. Repeat 1 and 2.
10. Same as #8 and then kneel down on left knee.
11. Repeat 1 and 2.
12. Raise right knee, left knee, kneel down on right knee, kneel down on left knee, place right elbow on floor.
13. Repeat 1 and 2.
14. Raise right knee, left knee, kneel down on right knee, kneel down on left knee, place right elbow on floor, place left elbow on the floor.
15. Repeat 1 and 2.
16. Raise right knee, left knee, kneel down on right knee, kneel down on left knee, place right elbow on floor, place right elbow on the floor, place left elbow on the floor, put head down and curl up.
17. Repeat 1 and 2.

Grade

1

LEVEL:

PRIMARY

BINGO

OBJECTIVE:

To learn and practice a movement activity which can be easily repeated in the family environment.

LIFE SKILL:

To promote physical activity, exercise and good mental health as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Music for BINGO.

INFORMATION:

This is a favorite American dance and is an excellent mixer. Most of the fun lies in the fact that you never know which partner you will have next. Everyone takes part in singing the chorus of BINGO.

CLASS ARRANGEMENT:

Double circle facing counterclockwise.

INSTRUCTIONAL STRATEGIES:

Students should participate in the following progression:

1. Partners are side by side, inside hands joined. All walk in a counterclockwise direction around the circle singing, "A big black dog sat on the back porch and Bingo was his name, a big black dog sat on the back porch and Bingo was his name."
2. All join hands to form one large single circle, with the girls on their partners' right, still walking counterclockwise. Spell "B-I-N-G-O, B-I-N-G-O, B-I-N-G-O and Bingo was his name."
3. Partners face each other, girls walk around the circle clockwise on the outside of the boys touching each boy lightly on the shoulder as they pass and spelling out each letter B-I-N-G-O. On "O" stop at the new partner and repeat dance. On the third repeat of B-I-N-G-O the boys walk around the circle counterclockwise inside the girls touching each lightly on the shoulder until they reach their new partner.

Grade

1

LEVEL:

PRIMARY

BUILD A BODY

OBJECTIVE:

To learn various body parts and the foods that contribute to a sound, healthy body.

LIFE SKILL:

To promote physical activity, exercise, sound nutrition, and good mental health as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Two basic models (or pictures) of human body with body parts labeled, and pictures of low-fat and nonfat foods.

INFORMATION:

There is a direct relationship between the foods we eat and how our body is composed. Foods that are nutritionally good for us and low in fat will keep us on track to a healthy lifestyle if we engage in regular exercise.

CLASS ARRANGEMENT:

Entire class.

SKILLS NEEDED:

Knowledge of basic body parts and their location, how to run a relay race, and recognize foods that are high and low in fat.

INSTRUCTIONAL STRATEGY:

The class is divided into two teams. The teacher is at the opposite side of the gym from the teams. There are two tables, each having a replica or picture of the human body. The teacher begins the game by saying "go." A student from each team runs to the opposite end of the gym. The teacher holds up two pictures of a food which is either high or low in fat. The child is asked which is the low-fat food and if they choose the correct picture, they get to "build the body." This means that they get to add a piece of the body to the model. After the body part is added, the racer

dashes back to his or her awaiting team and the next racer takes their turn. If the answer is incorrect, no body part is added and the runner returns to the next person in line. Whichever team has their body built first, wins.

EVALUATION/MODIFICATION:

The game comes to a close when one team builds their body first. The winners are the team who recognized the foods which were low in fat. The class should come together and discuss the foods that are low in fat and combined with regular exercise, establish a healthy lifestyle.

Grade

1

LEVEL:

PRIMARY

NUTRIENTS IN OUR BODIES

OBJECTIVE:

To understand the body's reaction to nutrients.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Eat Right poster from Scholastic Book Company,
3" X 3" squares of white paper.

INFORMATION:

The body requires several nutrients to remain healthy and function properly. It is important, especially while exercising, that we realize the effects that nutrients have on bodies. Starches are high-energy nutrients and can be found in pastas, breads, cereals and rice. Fats in the body store energy for later use. However, too much fat can be unhealthy. The body uses proteins to help build muscles and keep hair and skin healthy. Milk, beans, fish and meat are high in protein. Vitamins and minerals are nutrients that help the body work well and protect it from illness. Calcium is one important nutrient derived from milk. It is important that the body is supplied with sufficient nutrients so it can function in a healthy manner.

CLASS ARRANGEMENT:

Entire class.

INSTRUCTIONAL STRATEGIES:

Explain the *Eat Right* poster, being sure that the students understand the purpose of each nutrient in the body.

EVALUATION:

To be sure the students understand the basic concepts presented, ask them to complete a class graph. Ask each student to pick their favorite food and draw and color it on a 3" x 3" piece of paper. Then ask each student to determine whether their food is high in proteins, starches, vitamins and minerals, fats or if it is a "junk food" (none of the above). Each student will then be asked to tape their food on the class poster at the front of the room. This will allow the students to see how nutritious their favorite foods are and which foods would be more healthy for them.

RESOURCES:

Eat Right poster from Scholastic.

Grade

1

LEVEL:

PRIMARY

REFRIGERATOR RELAY

OBJECTIVE:

To learn the food groups and appropriate servings to complete a balanced diet while engaging in cardiovascular activities.

LIFE SKILL:

To promote physical activity, exercise, and proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Five food pyramid charts with pockets, various food cut-outs which include: 5 fats/sweets, 15 milk/yogurt/cheese, 15 meat/fish/poultry, 25 vegetables, 20 fruits, 55 bread/cereal/rice/pasta, and 5 cardboard boxes.

INFORMATION:

The basis of a healthy lifestyle is a balanced diet. According to the 1993 dietary guidelines, a balanced diet consists of 2-3 servings from the dairy group, 2-3 servings of meat/fish/poultry, 3-5 servings of vegetables, 2-4 servings of fruit, 6-11 servings of bread/cereal/ rice/pasta, and a limited intake of fats/oils and sweets.

CLASS ARRANGEMENT:

Entire class, divided into five teams

SKILLS NEEDED:

Ability to recognize common foods; running, hopping, and skipping skills.

INSTRUCTIONAL STRATEGIES:

While students stretch out and warm up in a circle, the instructor explains the idea of eating a balanced diet. The instructor displays and explains the food pyramid and the food groups. Students are divided into five teams and each team lines up single-file behind the endline. The instructor gives each team a food pyramid with empty pockets. A box is placed directly across from each team on the opposite end line. The instructor explains that each box is to be seen as a refrigerator full of food. Each box contains enough food cut-outs to fill every pocket for every food group on each team's food pyramid. On a signal, the first person in line will run down to his/her refrigerator, grab a food item and run as fast as possible back to the other line. The student then hands the food to the next person in line who places it in the correct food group pocket on his/her team's pyramid and he/she runs down for another food item out of the refrigerator. The process is repeated until the team's refrigerator is empty and all the foods have been placed in the pockets on the team's pyramid. The students are instructed to sit down as soon as their team is finished.

Once all teams have completed the relay, make certain (with the students' help) the cut-outs are in the appropriate pockets. The foods can be replaced in the refrigerators and additional relays can be completed; substitute skipping, hopping, etc., for running. Races can go on until the instructor feels students are recognizing where foods belong in the pyramid, and a cardiovascular workout has been accomplished.

EVALUATION/MODIFICATION:

After one relay race has been completed, the teacher can stop and ask students to recite the food groups or name some examples from each group. At the primary level students may not recall the number of servings but will have an introduction to them.

Grade

1

LEVEL:
PRIMARY

THE FOOD GROUP BASKET

OBJECTIVES:

To learn the five food groups and their relationship to cardiovascular work.

LIFE SKILL:

To promote physical activity, exercise, and proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Tape player, Food Guide Pyramid (see Appendix E), individual mats.

INFORMATION:

To maintain cardiovascular fitness a person needs to eat a balanced diet consisting of foods from each of the five food groups. Too much or too little food from one of these groups can lead to health problems such as heart disease. On the other hand, if one eats a balanced diet the energy necessary for performing cardiovascular activities will be provided.

CLASS ARRANGEMENT:

Entire class.

SKILLS NEEDED:

Basic knowledge of food groups, running, dodging.

INSTRUCTIONAL STRATEGY:

One student is chosen to be "it" and the rest of the class is assigned to one of the five food groups. Each student should sit on their mat in a circular formation; the student who is chosen or volunteers to be "it" stands in the middle of the circle. The "it" student calls out the name of one of the food groups, e.g., the dairy group. All students assigned to the dairy group must change mats with another person in that same food group. The "it" student then has a chance to sit on one of their mats; the person left standing becomes "it."

EVALUATION/MODIFICATION:

Each student should have a chance in the center. The game may be stopped at any time and the instructor can ask a child to give them an example of a food from their group. The instructor can do this until it is felt that the students have mastered the five food groups and examples of food from each group.

Grade

1

LEVEL:

PRIMARY

PREDATOR/PREY

OBJECTIVE:

To develop coordination skills and learn the benefits of exercise and cardiovascular fitness.

LIFE SKILL:

To promote physical activity, exercise and community health as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Mats.

INFORMATION:

Cardiovascular fitness is the way the body provides oxygen to the muscles when exercising for an extended amount of time. Exercise is used as a way to improve cardiovascular fitness. When cardiovascular fitness improves, energy level will increase allowing activity to last longer.

INSTRUCTIONAL STRATEGIES:

One person is chosen to be the fox or the predator, the animal who stalks or chases after its prey (dinner). The other students are the rabbits or the prey, the dinner of the predator. The object of the game is for the predator to tag its prey. Once the prey is tagged, the prey becomes a predator.

This continues until all prey are tagged and become predators. The rules of the game include that the students have to move like the animal identified. For the fox as a predator, the student is to place his\her hands on the floor, and walk moving opposite hands and feet. For the rabbit, the students are to squat, placing their hands on the floor in front of their feet. The students move their hands forward first and then move their feet to their hands.

For this exercise, the width of half of a basketball court should be used. Provide "safe" areas on the outside edges of the boundaries where prey animals may have five-second "time outs."

EVALUATION/MODIFICATION:

When the game is finished, have the students discuss how they feel after the exercise. Discuss with the students which parts of their bodies tired faster than others, e.g., arms, legs, hands. To modify the activity, have the students think of other animals and movements that fit the theme of “predator” or “prey.”

This could be used as part of an environmental or conservation education class to visibly show what happens when the predator/prey relationship becomes unbalanced.

SKIPPING ROPE

OBJECTIVE:

To develop basic skipping techniques.

LIFE SKILL:

To promote physical activity and exercise as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

One skipping rope per student.

INFORMATION:

The major goal of a skipping program should be to get students to a point where they can continuously jump over a rope to improve cardiovascular fitness. Skipping is a difficult skill for beginners to master and only after students are comfortable with the basic steps should more advanced steps be introduced. The goal is to get students successfully jumping over the rope with whichever method they find easiest. Not all students will find one method easier than another; it is important not to insist that everyone skip the same way.

CLASS ARRANGEMENT:

Scattered formation, sufficient space between students to jump rope.

SKILLS NEEDED:

Two-foot jump, two-foot landing.

INSTRUCTIONAL STRATEGIES:

1. Students should practice a two-foot basic step.

Two-Foot Basic Step:

Feet together, jump over the rope as it passes under the feet.

2. Students should participate in a progressive four-level skipping program to reach 1 minute and 30 seconds of continuous skipping.

a.

skip 15 sec.	rest 15 sec.
skip 15 sec.	rest 15 sec.
skip 15 sec.	rest 15 sec.
skip 15 sec.	rest 15 sec.
skip 15 sec.	rest 15 sec.
<u>skip 15 sec.</u>	<u> </u>
total 90 sec.	total 75 sec.
skipping	rest

b.

skip 30 sec.	rest 15 sec.
skip 30 sec.	rest 15 sec.
<u>skip 30 sec.</u>	<u> </u>
total 90 sec.	total 30 sec.
skipping	rest

c.

skip 45 sec.	rest 15 sec.
<u>skip 45 sec.</u>	<u> </u>
total 90 sec.	total 15 sec.
skipping	rest

d.

skip 90 seconds

FAMILY FAVORITES

OBJECTIVE:

To identify a variety of foods.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

My Family's Favorites! (see Grade 1 Handout Masters), crayons or colored pencils.

INFORMATION:

Children are often unaware of the variety of foods which family members like to eat or liked to eat as children. Listing those foods that he/she believes to be family favorites in the five food groups gives children an opportunity to classify foods in groups; increases awareness of the family's influence on food choices.

INSTRUCTIONAL STRATEGIES:

1. Explain that families often influence what we eat by only buying and preparing specific foods. At times, family members no longer eat the same foods they did in the past for many reasons.
2. Distribute the handout, My Family's Favorites! Review the kinds of foods in the five food groups if the children need assistance. Each student should think of family members and the food they think is each person's favorite food. Students should draw that food in the appropriate food group area on the worksheet. If time allows, the children can draw more than one favorite food for each person.
3. Encourage children to take these worksheets home and ask family members to name their favorite food, and to compare the student's ideas. Each family member could mention one or more foods which he/she liked as a child (in many families, these could be ethnic foods which might no longer be readily available).

EVALUATION/MODIFICATION:

When children have gathered family member input on the My Family's Favorites! handout, discuss the differences and similarities of the foods the children and family members identified as favorite foods.

RESOURCES:

Adapted from: Healthy Choices for Kids: Grade 1, Wenatchee, Washington: The Growers of Washington State Apples, 1991.

BREAKFAST DECISIONS

OBJECTIVE:

To understand the importance of a nutritious breakfast and the variety of foods available for breakfast.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

Many times children who do not get enough nourishment at breakfast perform poorly at school. There are a variety of reasons that children do not eat breakfast. One reason is that children tend to think of breakfast “foods” as being foods to eat only in the morning. Breakfast does not have to consist of traditional foods, but could be “leftovers” or some foods the child especially like in the morning. Children often do not see the importance of refueling their bodies in the morning, and make excuses for not eating. This lesson encourages children to take the responsibility for eating in the morning if at all possible.

INSTRUCTIONAL STRATEGIES:

1. Discuss the importance of breakfast as refueling bodies after a night’s sleep. Discuss the reasons some people don’t eat breakfast. If “time” is mentioned, share these tips for making breakfast a priority:
 - a. Plan breakfast choices the night before.
 - b. Ask family members to help prepare foods.
 - c. Get up earlier.

Stress that children have the responsibility to themselves to eat breakfast and must make a plan to do so.

2. Divide the children into five groups and assign one food group to each. Students should offer to other students in their group the various foods they could eat for breakfast that fit into their food group. Encourage creativity and write as many foods on the board as time allows after the groups have brainstormed foods.

EVALUATION/MODIFICATION:

Students can write down the foods they ate for breakfast for a few days after this activity. Collectively, note the variety of foods eaten, as well as foods from the five food groups.

FOOD FEELINGS

OBJECTIVE:

To experience an array of emotions which might be felt when tasting new foods.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Food pictures.

INFORMATION:

Children get into food ruts easily and must continually be encouraged to taste new foods. However, many times the new foods bring a variety of emotions with them. It is important for children to recognize that foods and emotions are intertwined, especially in family settings. In this lesson students should recognize feelings about food they might choose to taste and may be aware that other people's feelings could be affected by their negative response.

INSTRUCTIONAL STRATEGIES:

1. Discuss that some people are adventurous in trying foods and some are more reluctant. New emotions are natural, but we must learn how and when to express those feelings so that family members or others are not hurt by our reactions.
2. Hold up food pictures and have children react facially to the foods. Discuss that honest reactions to food are important, but that feelings about food often change as we grow older and taste more foods.
3. In small groups, have children think of appropriate ways to express feelings about food. Volunteers could role play situations where someone serves a food, a child tastes it, and reacts appropriately. Discuss the importance of manners in an eating situation.

EVALUATION/MODIFICATION:

A discussion of how some people eat differently depending on stress, happiness, sadness and other emotions might also be appropriate.

GIVE FIVE FOOD GROUPS A HAND

OBJECTIVE:

To practice a technique for identifying and remembering the five food groups.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Handouts of a hand (see grade 1 Handout Masters).

INFORMATION:

Children can remember to eat foods from the food groups better if they have memory devices. The hand is an available tool. The concept of eating foods from all five food groups to make sure children grow and are healthy is important. This lesson reinforces both concepts.

INSTRUCTIONAL STRATEGIES:

1. Ask children how big they think they were when they were born (use their hands to show size). Ask how big they'll be when they are 20 years old. Pass out the "hand" worksheet. Note that their hands might be that size when they are 20. Students should compare the size of their hands now by placing them on the paper.
2. Discuss the importance of eating foods from all food groups to grow and be healthy and strong. The "hand" worksheet can help us remember to eat foods from all groups. Students could write the first letter of the food groups (G, V, F, M, D) in the tips of the fingers, beginning with the G in the thumb. Students should draw one food item they like to eat from each food group in the rest of the hand. Explain that students can look at their hands to remember to eat foods from all five food groups each day.

EVALUATION/MODIFICATION:

Finger puppets in five colors can also be made for each child's hands to remind them to eat foods from all five food groups each day.

RESOURCES:

Adapted from: Healthy Choices for Kids: Grade 1, Wenatchee, Washington: The Growers of Washington State Apples, 1991.

EATING PLANT PARTS

OBJECTIVE:

To identify edible parts of fruits and vegetables.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

How Fruits Grow (see Grade 1 Handout Masters), crayons, and vegetables for display.

INFORMATION:

All of the parts of many plants (roots, stems, and leaves) provide us with nutrients. Helping children identify different parts of a plant enhances discovery and acceptance of many kinds of fruits and vegetables. Learning that fruits grow differently (trees, vines, and bushes) allows better acceptance and awareness.

INSTRUCTIONAL STRATEGIES:

1. Discuss that eating all the parts of a plant can give us nutrients we need to stay healthy and grow. Children should view a display of many kinds of vegetables and name the edible parts. Identify the stems, the leaves, and the roots. Ask how many children have tasted the different vegetables shown. How were the vegetables prepared? Encourage children to try at least one new vegetable this week if families are willing to provide it. Which one would they choose to try?
2. Using the handout, How Fruits Grow, discuss how fruits also grow differently. Note the colors of the fruit. Again, encourage children to try new fruits and to choose different colors of fruit each day.

EVALUATION/MODIFICATION:

The lesson could conclude with tasting of vegetables and fruit, as appropriate.

RESOURCES:

Handout from: Nutrition Smart!, West Nyack, New York: The Center for Applied Research in Education, 1991.

CHECK YOUR 6

OBJECTIVE:

To understand the importance of grain foods in a balanced diet.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Silly Sandwich handout (see Grade 1 Handout Masters), crayons (optional: Check Your 6 poster).

INFORMATION:

The Food Guide Pyramid recommends 6 to 11 servings of bread, cereal, rice, and pasta each day. The Check Your 6 program is designed to introduce children to a wider variety of grain products from which to choose each day. Servings for children might be smaller depending on their size and energy needs, but selection of a variety of foods within this group is important.

INSTRUCTIONAL STRATEGIES:

1. Explain to children the importance of eating 6 to 11 servings of bread, cereal, rice, and pasta each day. It is important to be creative when choosing grain foods, because sometimes the same things are consumed each day. To start the creative process students should use the Silly Sandwich handout to draw something silly which would go inside a sandwich.
2. After the silly ideas, have students brainstorm all of the realistic fillings which could go into sandwiches. Encourage a variety of fillings.
3. Show students the Check Your 6 pyramid on the top of the Silly Sandwich handout. Brainstorm what that could mean. Students should list all of the different kinds of foods you could use instead of bread to hold the fillings (pita, bagels, biscuits, crackers, tortillas, rice cakes, buns, English muffins, etc.).

4. Discuss that bread is just one kind of food in the grain food group. Each child should draw at least one other food that he/she thinks is in the grain food group. Share and discuss. Encourage each child to note the number and variety of servings of breads, cereals, rice and pasta eaten each day.

EVALUATION:

Discussion.

RESOURCES:

Adapted from Check Your 6: Preschool, Topeka, Kansas: Kansas LEAN, 1992.

FOOD ADVENTURER

OBJECTIVE:

To develop a variety of foods for a balanced diet.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Foods to taste, napkins, tasting evaluation sheet (see Grade 1 Handout Masters).

INFORMATION:

The Food Guide Pyramid recommends eating a variety of foods each day. Children understand more clearly the need for variety in their diets when exposed to many different tasty foods. They need to be reminded that there are no “bad” foods, e.g., sugary, fatty foods, but that the more choices they can make from more healthful foods that they like, the easier it will be for them to get the nutrients necessary to grow and be healthy.

INSTRUCTIONAL STRATEGIES:

1. Explain the importance of eating a variety of foods, and explain that many times we eat foods we like over and over again because we haven't tried new foods. Encourage adventure in tasting.
2. Sing the song about trying new foods attached to this lesson. Add verses for other foods you will be tasting with the children.
3. Divide or cut foods to taste into tiny pieces and place them on labeled plates. Label and tape a tasting evaluation sheet near each plate. After children have washed their hands, ask them to sample foods and record their taste reaction on the evaluation sheet. Explain that many times we like something that someone else doesn't like as much.

Children should have the option of not swallowing or not trying foods. The mood should be kept positive and children should be praised for being food adventurers.

4. Students should discuss their reactions to the foods, and tally which foods are most liked.

EVALUATION:

Discussion and sampling of new foods.

RESOURCES:

Adapted from: Healthy Growing Up, Oak Brook, Illinois: McDonald's Corporation, 1992.

COUNT FIFTEEN FUN SERVINGS

OBJECTIVE:

To understand the number of servings of each food group that should be consumed daily.

LIFE SKILL:

To promote proper nutrition as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Crayons, Serving Numbers handout (see Grade 1 Handout Masters).

INFORMATION:

The Food Guide Pyramid recommends a minimum of 15 servings for children (16 if three servings of milk products are consumed): 3-5 servings of vegetables, 2-4 servings of fruits, 6-11 servings of breads, cereals, rice and pasta, 2-3 servings of milk, yogurt and cheese, 2-3 servings of meats, poultry, fish, dry beans and peas, eggs and nuts. Children's choices can be smaller, but should include variety within those 15 or more servings. Foods classified as fats, oils and sweets should be used in moderation.

INSTRUCTIONAL STRATEGIES:

1. Review that foods are grouped into five food groups, and it is recommended we eat foods from each group each day to stay healthy and to grow. Students should name food groups, if possible (an optional Food Guide Pyramid poster makes this discussion more graphic).
2. Explain that children need to know how much of each food group to eat. An easy way to remember is to think about the "Fun Fifteen" every day. Using the handout, Serving Numbers, to show 15 foods; have students color foods as indicated by the directions. They will see they use only five colors. Students should count the number of times each food is found in the picture. Stress the importance of eating different foods from each group not two, three or four of the same foods as pictured. Students should name other foods that fit into the food groups.

EVALUATION/MODIFICATION:

Children list the numbers of servings to make up at least 15. Food models and pictures can be used to have students select 15 servings in the appropriate number from each food group.

RESOURCES:

Adapted from: Nutrition Smart!, West Nyack, New York: The Center for Applied Research in Education, 1991.

ACCEPT AND VALUE ALL PEOPLE

OBJECTIVE:

To understand the need to accept and value people who have handicaps, who differ in religion, race, cultural, ethnic, or economic backgrounds.

LIFE SKILL:

To promote good mental health including family and community health as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Six to ten different varieties of apples.

INFORMATION:

All people need to be accepted and valued. People may look or act different than we do and that's all right.

INSTRUCTIONAL STRATEGIES:

Display the variety of apples on a tray or table. Ask the students to observe the apples. What is different about the apples, and what is the same?

Answers may include: color of skin, shape, evenness of color stem, and predictions could be made about taste. The class could sample the apples.

Conclude with a discussion of the following: although the outside of our body or the shape of our limbs may look different, we are all human beings with something to offer to one another.

RESOURCES:

Derman-Sparks, L., Anti-Bias Curriculum, Washington, DC: National Association for the Education of Young Children, 1989.

Neugebauer, B., Alike and Different: Exploring Our Humanity with Young Children. Washington, DC: National Association for the Education of Young Children, 1992.

Grade

1

LEVEL:
PRIMARY

CARING FOR ONE ANOTHER (3 Bs)

OBJECTIVE:

To understand the need for caring for one another.

LIFE SKILL:

To promote good mental health including family and community health as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

EQUIPMENT/MATERIALS:

Poster with three "Bs" listed (below), stuffed animal bee or laminated paper cut-out of bee, "Super Bee-havior" certificate (developed by educator).

INFORMATION:

Three "Bs"

Be Kind
Be Caring
Be Careful

INSTRUCTIONAL STRATEGIES:

Discuss the importance and implications of the three "Bs" with students. Throughout the day ask students to be aware of their behavior in relationship to others.

By observing behavior the teacher will "award" a certificate for caring "Bee-havior." In addition, the student will receive the privilege of taking the "SuperBee" stuffed animal home for the evening.

RESOURCES/ACKNOWLEDGEMENT:

The SuperBee program was developed by Mrs. Cara Keith at Gallatin Gateway School, Gallatin Gateway, Montana.

Grade

1

LEVEL:
PRIMARY

TALKING ABOUT TOUCHING

OBJECTIVE:

To practice self-protective skills to reduce vulnerability in dangerous situations.

LIFE SKILL:

To promote personal, family and community safety as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom or reading area.

EQUIPMENT/MATERIALS:

VCR, Video: "Willie Learns the Touching Rule."

INFORMATION:

Touching Rules

1. Anytime someone touches you in a way that hurts or scares you, tell them to **STOP!**
2. No one should touch your private body parts unless it is to keep you clean or healthy.
3. If someone touches your private body parts, **TELL** someone about it right away. If the person doesn't believe you, tell **SOMEONE ELSE!**
4. Never keep secrets about touching.

INSTRUCTIONAL STRATEGIES:

1. The most effective implementation of a personal safety program is to involve community, parents, teachers, counselors, and administration in the planning. Prevent Child Abuse, Inc. can facilitate.

2. The program is most effective if parents are invited to preview the film. Much education is done at this meeting, and parental concerns are addressed.
3. The video "Willie Learns the Touching Rule" could be utilized to introduce the concepts. Role plays are also effective.
4. Review the four parts of the "Touching Rule" (see Information).
5. Offer follow-up discussion, art activities, and practice of the "Touching Rules."

RESOURCES:

Video: "Willie Learns the Touching Rule," Prevent Child Abuse, Inc., (406) 587-3840.

It is estimated that at least one in four girls and one in six boys will be sexually abused before reaching the age of 18. More than one-third of all reported cases involve children aged five years and younger. Seven hundred and four cases of child sexual abuse were substantiated statewide in 1992; the actual incidence is probably much greater. It is believed that increased awareness and education can reduce the incidence of child sexual abuse.

For the past eight years, Prevent Child Abuse, Inc. has offered a personal safety program to area preschools and elementary schools. The "Talking About Touching" program is designed to help children learn self-protective skills that will reduce their vulnerability in dangerous situations. A special preview of the program is offered to parents to increase their awareness and involvement.

Information is presented in a straightforward, age-appropriate manner. The program emphasizes safe, positive, appropriate touching. Unsafe touching is clearly identified, and the "touching rules" are simple and straightforward.

If you have questions regarding the "Talking About Touching" program, please call (406)587-3840 for more information.

CAREER DAY

OBJECTIVE:

To learn about careers and male and female roles in the workplace.

LIFE SKILL:

To promote good mental health including family and community health as part of a healthy lifestyle.

TEACHING FACILITY:

Large open area (indoor or outdoor).

INFORMATION:

- Different jobs may be done by either a male or female. For example, a doctor may be a woman and a nurse may be a man.
- Society and families have expectations about what careers are “OK” for each gender to do. For example, in some families it would not be acceptable for a daughter to be a carpenter or a son to be a dress designer.
- If you are interested in a particular career, you may experience criticism from others. Such criticism may help you to identify your personal interests, abilities, strengths, and weaknesses.

INSTRUCTIONAL STRATEGIES:

It is important to understand that learning about careers and gender equity is a year-long process in the classroom. There are a number of specific activities that will support the topic. The following are suggestions.

1. Set aside a particular day and time each week for “Career Day.” Ask parents to come to the room and talk about their jobs. With students at this level, it is particularly good if the parent can wear their on-the-job clothing and bring any tools they use on the job. For example, a nurse could wear a white lab coat and bring a stethoscope, thermometer, and blood pressure cuff. The parent can speak about what they DO at their job and how they trained or prepared for the job. It is important for the class to have the opportunity to talk about the biases society may have about the job, i.e., teachers are women, men are plumbers.

2. Drawings, stories, and vocabulary lists can be completed after each “Career Day” visitor. Scrapbooks, murals, or bulletin boards can chronicle the variety of visitors and serve as reminders for the class.

RESOURCES:

American School Counselor Association on “Building Your Child’s Future Together.”

COLDS SPREAD!

OBJECTIVE:

To understand signs and symptoms of the common cold and describe the transmission and prevention of germs.

LIFE SKILL:

To promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Ball of yarn or string.

INFORMATION:

Symptoms and signs are ways to identify a cold. The cold virus comes from people who already have colds. One way you can get the cold virus is transmission by the nose and the mouth through coughing or sneezing. When the virus gets into our body, the virus may cause us to develop a cold. Whether or not we do develop symptoms depends on how strong our bodies are and how well we are able to fight against the virus. Some of the things that make our bodies too weak to fight the viruses are being too tired from not having enough sleep, not eating well, and not having regular exercise. To avoid getting a cold, do not get close to people who have colds, do not use others drinking glasses or utensils unless they have been washed with soap and hot water, dress properly for the weather, get enough sleep, eat a variety of foods, and participate regularly in vigorous physical activities.

CLASS ARRANGEMENT:

Class discussion and large group activity.

INSTRUCTIONAL STRATEGIES:

1. Introduce the word "symptom" as a feeling that we have when we are ill. It's your body's way of communicating. Some examples of symptoms are sneezing, runny nose, and coughing.
2. What are some of the things that might cause us to develop a cold? What can we do to avoid getting a cold? Colds are communicable; that is, they can be transmitted or passed from a person who has a cold to a person who does not have it.

3. To help the students understand how germs are transmitted (or communicated) from one person to another, perform the following whole class activity.

Students should stand randomly around the room. Give one student a ball of yarn or string and instruct this student to attach the end of the string or yarn to a finger or wrist and then toss or pass the ball to another student. This procedure is continued until each student has had an opportunity to receive it. Explain that this shows how germs are spread. Ask the students about other ways cold germs might be spread.

TO SHARE OR NOT TO SHARE

OBJECTIVE:

To understand good personal hygiene habits.

LIFE SKILL:

To promote disease prevention as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Box of old magazines and a scissors, glue and large construction paper for each student.

INFORMATION:

Good personal hygiene habits include not sharing items such as toothbrushes, combs/brushes, handkerchiefs, cups and utensils. Sharing such items may assist in the transmission of potential disease-causing organisms (germs).

CLASS ARRANGEMENT:

Semicircle for discussion, individual student work area.

INSTRUCTIONAL STRATEGIES:

1. Discuss with the class some things to share with others. Elicit ideas of things not to share with others. Write out lists on paper or chalkboard.
2. Give each student a large piece of construction paper. Demonstrate how to partition the paper by drawing a line down the middle. Students should look through magazines and cut out pictures of things to share and things not to share. Paste the cut-outs on construction paper with things to share on the left and things not to share on the right. Class discussion can follow and papers can be displayed.

Grade

1

LEVEL:
PRIMARY

COMMUNICATING FEELINGS

OBJECTIVE:

To be able to identify and discuss feelings.

LIFE SKILL:

To promote good mental health including family and community health as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Record player, large sheet of butcher paper, markers, scissors, magazines.

INFORMATION:

Being able to distinguish between feelings allows a student to control his/her emotions and act appropriately on the emotions.

CLASS ARRANGEMENT:

Lesson is student-centered.

INSTRUCTIONAL STRATEGIES:

Discuss the following emotions:

1. Happy. Look in magazines for happy faces. Discuss how people look when they are happy. Place several happy faces on a mural. Students should pick a picture, paste it on the paper and talk about why they think that person is happy. Singing the song "If You're Happy and You Know It" creates a "happy" atmosphere.
2. Sad. How do you feel when you are sad? How does your body feel when you are sad?" Read Miss Nelson is Back. Discuss how the children felt when they heard about the book's character, Miss Nelson.
3. Angry. Pick out pictures of angry people. Ask students if they know anyone who is always

angry. What does this person do? How do you feel when you are angry? What are appropriate ways to show that you are angry? What are inappropriate ways.

Discuss the responsibilities associated with controlling one's feelings in an appropriate manner. Discuss what could be done to deal with feelings appropriately (talk to a friend, write a letter, jog, walk, sports, etc).

EVALUATION/MODIFICATION:

Discuss popular television shows and how people deal with their feelings on television. Taping a show and then showing the class positive ways to express feelings.

YOU'VE LEFT YOUR MARK

OBJECTIVE:

To describe ways people are physically unique.

LIFE SKILL:

To promote good mental health including family and community health as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

EQUIPMENT/MATERIALS:

Index cards and crayons for each student, several ink pads.

CLASS ARRANGEMENT:

Class discussion, individual student project/group interaction.

INSTRUCTIONAL STRATEGIES:

1. Discuss how physical characteristics make students unique. Students should look around the room at other students and name characteristics that identify how they look, e.g., hair color, eye color, etc. Students might also realize that they have similar characteristics as others.
2. Identify combined characteristics, i.e., who has brown eyes and brown hair, blue eyes and short black hair? As you add characteristics, there will be fewer students who fit the descriptions. Add characteristics until they are unique enough to apply to only one student.
3. To demonstrate the uniqueness of each student, conduct the following experiment. Distribute an index card to each student. With a crayon, each student will draw a picture of themselves on the card, leaving the head area blank.

4. Open the ink pad and ask each student to place his/her thumb on the ink pad. The students transfer the thumbprint to the index card where the head should be. Have students compare their pictures and try to match the "heads" on their card with another person's card that has the same "head." Give them 5 to 10 minutes to compare. Students will not be able to find anyone whose thumbprint matches.
5. Discuss that no two people have the same fingerprints. This is one way we are all unique. Discuss other ways people are unique.

EVALUATION/MODIFICATION:

Students can define ways they may be unique by having them draw a picture depicting their unique characteristics.

ACKNOWLEDGEMENT AND RESOURCE COPYRIGHT:

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Meeks, L. & Heit, P. (1992) *Comprehensive School Health Education: Totally Awesome Strategies for Teaching Health*. TM Blacklick: Meeks Heit Publishing Company, Inc.

FAMILY SCULPTING

OBJECTIVE:

To understand self-esteem within the family setting.

LIFE SKILL:

To promote good mental health including family and community health as part of a healthy lifestyle.

TEACHING FACILITY:

Classroom.

INFORMATION:

Family sculpting is a method allowing an objective viewer to see the dynamics of a family through the eyes of a child. Try not to judge but encourage the diversity of all families, and maintain a positive atmosphere.

CLASS ARRANGEMENT:

Explain the task and ask for volunteers to “sculpt” their family using other children in the class as surrogate family members. The teacher can be involved only if chosen by the student. Students should be allowed to use whatever props are necessary. The more props, the longer the exercise.

INSTRUCTIONAL STRATEGIES:

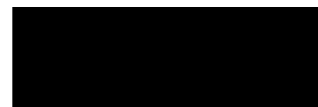
1. Discuss with the class the importance of the diversity of families and how families influence what we do.
2. Explain the sculpting process as “painting” a picture of your family or “molding” your family.
3. Ask for a volunteer. Explain to the volunteering student, he/she can use anyone in the class as a representation of a family member.
4. Tell the surrogate family members they have to allow the volunteer to be able to move their arms and legs, and they must remain “frozen” in that position.
5. The volunteer should explain why he/she sculpted the way he/she did.

6. Discuss the sculpting in a positive atmosphere and then ask for another volunteer to sculpt his/her family.
7. Discuss differences in the families. Stress that no family is better, just different.

EVALUATION/MODIFICATION:

Ask for volunteers when beginning this class, as this could be threatening to some students who deal with problems within the family.

Time allotment designates how specific you would like to get or how many students can do it. At least 4-6 would be optimal. If a child presents the family as abusive, (father has raised fist, etc.), discuss the situation with a school counselor. Encourage the school counselor to be present or to team teach.



Grade

1

HANDOUT
MASTERS

HOW FRUITS GROW

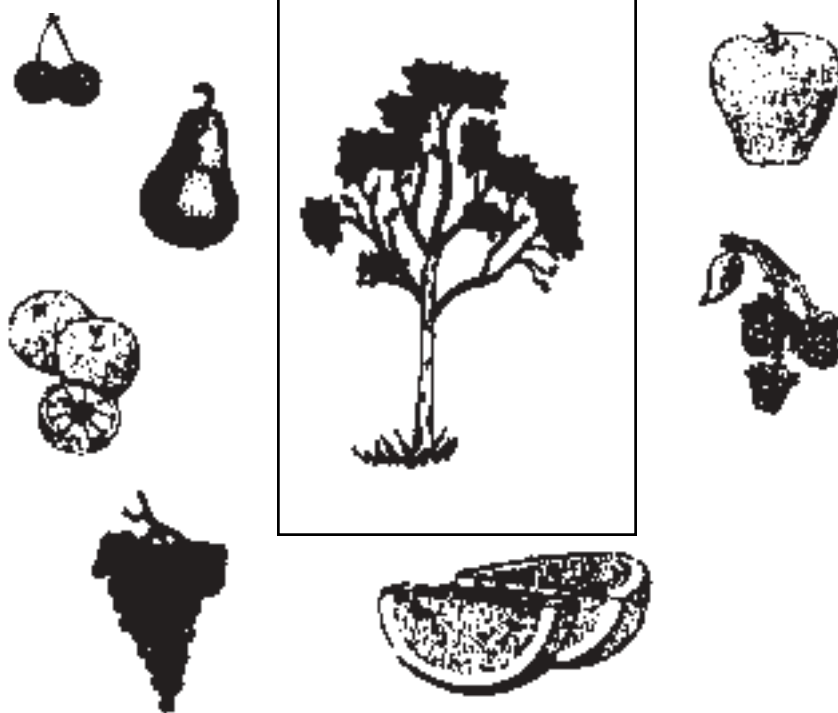
Directions:

Fruits can grow on trees, vines or bushes.

Look at the fruits around the tree.

Color all the fruits.

Draw a line from the tree to the fruits that grow on a tree.



PETER PIPER PICKED . . .

ROOTS, LEAVES, STEMS, SEEDS, FRUITS AND PODS

We Eat the Roots:

beets
carrots
Jerusalem artichokes
leeks
onions, all kinds
parsnips
peanuts (did you know?)
potatoes, all kinds
radishes
rutabagas
scallions
sweet potatoes
turnips
yams

We Eat the Leaves:

Brussels sprouts
beet greens
cabbage, all kinds
chard
cilantro
endive
kale
lettuce, all kinds
mustard greens
parsley
spinach
turnip greens
watercress

We Eat the Pods:

chili peppers
green beans
okra
peas
wax beans

We Eat the Stems:

asparagus
bamboo shoots
broccoli
mushrooms

We Eat the Seeds:

beans (can you name them?)
peas
pumpkin seeds
sunflower seeds

We Eat the "Fruits":

apples
apricots
artichoke
avocado
banana
bell peppers
berries, all kinds
cranberries
cucumber
dates
eggplant
figs
grapefruit
kiwifruit
kumquat
lemons
mangos
melons, all kinds
orange
papaya
peach
pear
persimmons
pineapple
plums
pomegranate
pumpkin
strawberries
squash
tangerines/tangelos
tomatoes

